

South Dakota Health Education Standards Review and Revision

July 27-28, 2016

South Dakota Department of Education - MacKay Bldg.
Pierre, SD

Day 1

Introductions

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Karen Keyser

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South Dakota Department of Education



Memorandum of Agreement

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“Picture This” About Me

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- You will each be given one of the health education standards.
- Think about how you have applied that health education standard over the last 6-12 months.
- Introduce yourself and then “Share your story!”
- Explain how the application of the standard relates to your “Health”.



Background

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The South Dakota Health Education Standards:

- Last revised in 2010 (and adopted in 2011)
- Modeled after the National Health Education Standards

All of South Dakota's content standards are reviewed every 7 years, on a cycle approved by the State Board of Education

The Process

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- Call for Applications – March 2016
- Committee Members Selected – April 2016
- Committee Meetings – July 2016
- Educator Feedback – 2016-17 School Year
- Final Review by the Committee Members – June 2017
- Four Public Hearings – September 2017-March 2018
- Approval and Adoption by the State Board of Education



The Purpose

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As a member of the *South Dakota Health Education Standards Review and Revision Committee* you will:

- Engage in an active process to examine the current South Dakota Health Education Standards and Performance Indicators for Pre-K through grade 12.



Agenda Day 1

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- Establish “Norms”
- An At-a-Glance Presentation of the South Dakota Health Education Standards
- Key Features of a Quality Standard and Performance Indicator
- Review of South Dakota Health Education Standards
 - Compare and contrast with the health education standards from other states.
 - Capture recommendations

Agenda Day 1, cont.

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- Review of the Performance Indicators for each of the South Dakota Health Education Standards for each of 4 grade spans.
 - Pre-K- Grade 2
 - Grades 3-5
 - Grades 6-8
 - Grades 9-12
- Compare and contrast with the performance indicators from other states.
- Capture recommendations

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Establishing Norms

Establishing Norms

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- Listening
- Speaking/Responding
- Understanding
- Opinions
- Decision-making
- Breaks

Establishing Norms

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- Listening
 - Be attentive
 - Listen for understanding
 - Other?
- Speaking and Responding
 - Speak loud enough for others to hear
 - Other?

Establishing Norms, cont.

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- Understanding
 - Paraphrase in order to hear or understand another speaker
 - Probe for more information
 - Other?
- Opinions
 - Agree to disagree and explain why
 - Other?

Establishing Norms, cont.

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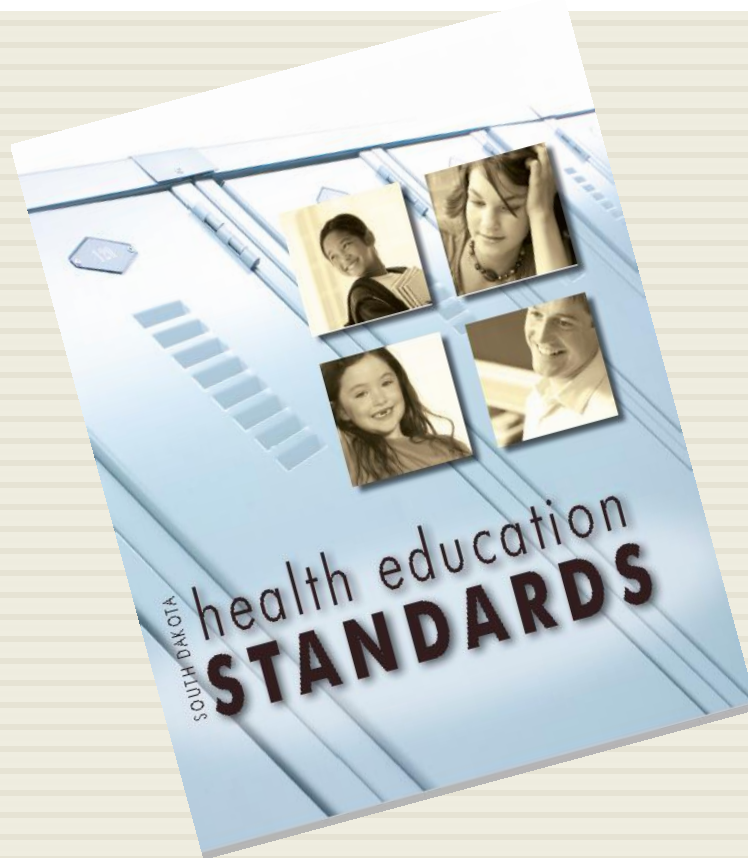
- Decision-Making
 - Agree upon a method for coming to consensus
 - Other?
- Breaks
 - Take care of yourself?
 - Scheduled breaks?
 - Other?

Take A Break

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South Dakota Health Education Standards



Health Education Standards ?

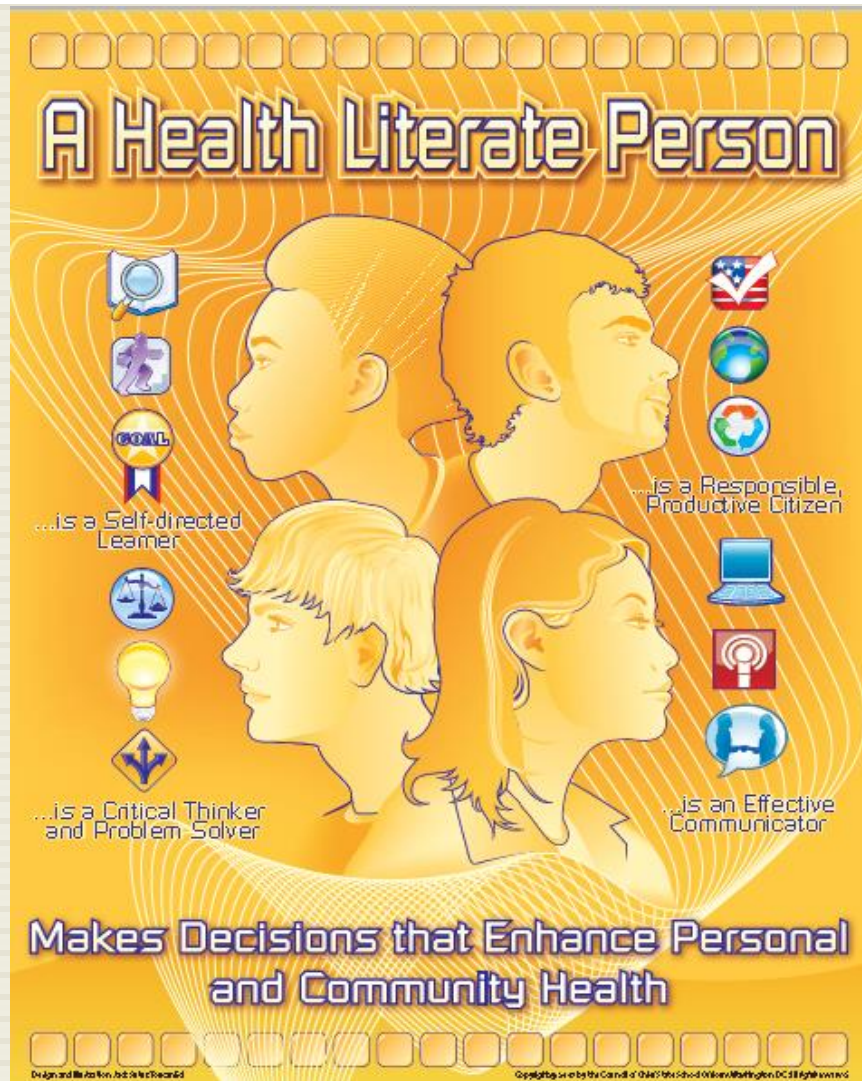
17

Definition:

What students should know and be able to do to adopt or maintain health-enhancing behaviors.

A Health Literate Person.....

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- is a self-directed learner.
- is a critical thinker and a problem solver.
- is an effective communicator.
- is a responsible, productive citizen.

Health Literacy

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*“The capacity of individuals to obtain, interpret and understand basic health information and services and the **competence** to use such information and services in ways which enhance health.”*



Performance Indicators ?

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Definition:

What students should know and be able to do in support of each standard by the conclusion of a given grade span.

- Pre-K- Grade 2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Health Education Standard 3

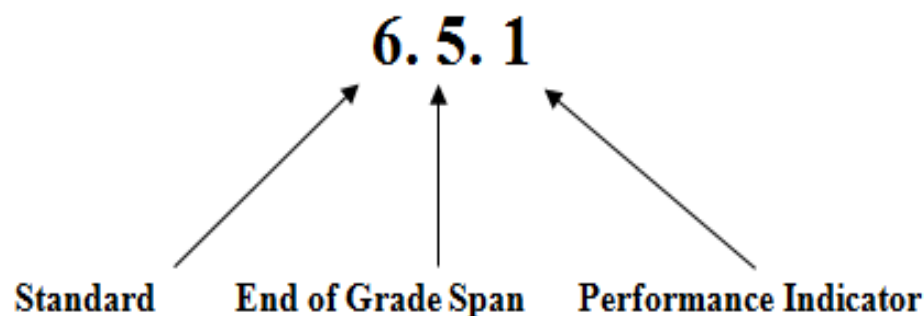
Students will demonstrate the ability to access valid information, products and services to enhance health.

As a result of health instruction in pre-kindergarten through grade 2, students will:

- 3.2.1 Identify trusted adults and professionals who can help promote health.
- 3.2.2 Identify ways to locate school and community health helpers.
- 3.2.3 Explain the type of help provided by school and community health helpers.

Guide to the Numbering and Symbol System Used in the Standards Document

Standards are coded to cross-reference the Standard, the End of Grade Span and the Performance Indicator Number.



Example: 6.5.1: Set a personal health goal and track progress toward its achievement.

Health Education Standard 5:

Students will demonstrate the ability to use decision-making skills to enhance health.

Performance indicator (Pre-k–grade 2):

5.2.1 Identify situations when a health-related decision is needed.

Examples:

- Identify situations when a non-violent choice needs to be made.
- Identify situations when hand washing is needed.

Performance indicator (grades 3–5):

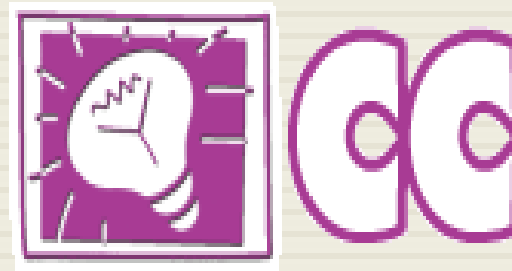
5.5.3 List healthy options to health-related issues or problems.

Examples:

- Identify two options for avoiding or minimizing a bullying problem on the school bus.
- Identify two options related to healthy personal hygiene practices.

Health Education Standard 1

Students will **comprehend concepts** related to health promotion and disease prevention to enhance health.



Core Concepts

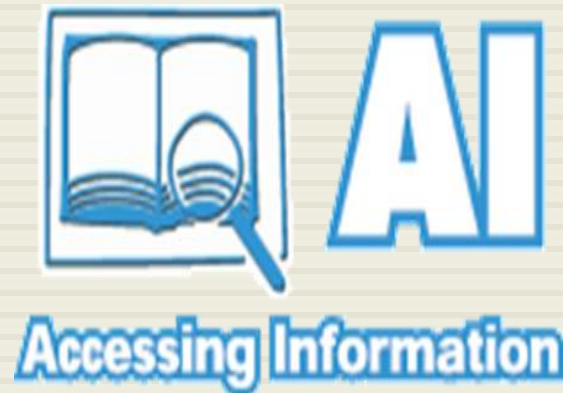
Health Education Standard 2

Students will **analyze the influence** of family, peers, culture, media, technology, and other factors on health behaviors.



Health Education Standard 3

Students will demonstrate the ability to **access valid information** and products and services to enhance health.



Health Education Standard 4

Students will demonstrate the ability to use **interpersonal communication** skills to enhance health and avoid or reduce health risk.



Health Education Standard 5

Students will demonstrate the ability to use **decision-making** skills to enhance health.



Health Education Standard 6

Students will demonstrate the ability to use **goal-setting** skills to enhance health.



Health Education Standard 7

Students will demonstrate the ability to practice **health-enhancing behaviors** and avoid or reduce health risk.

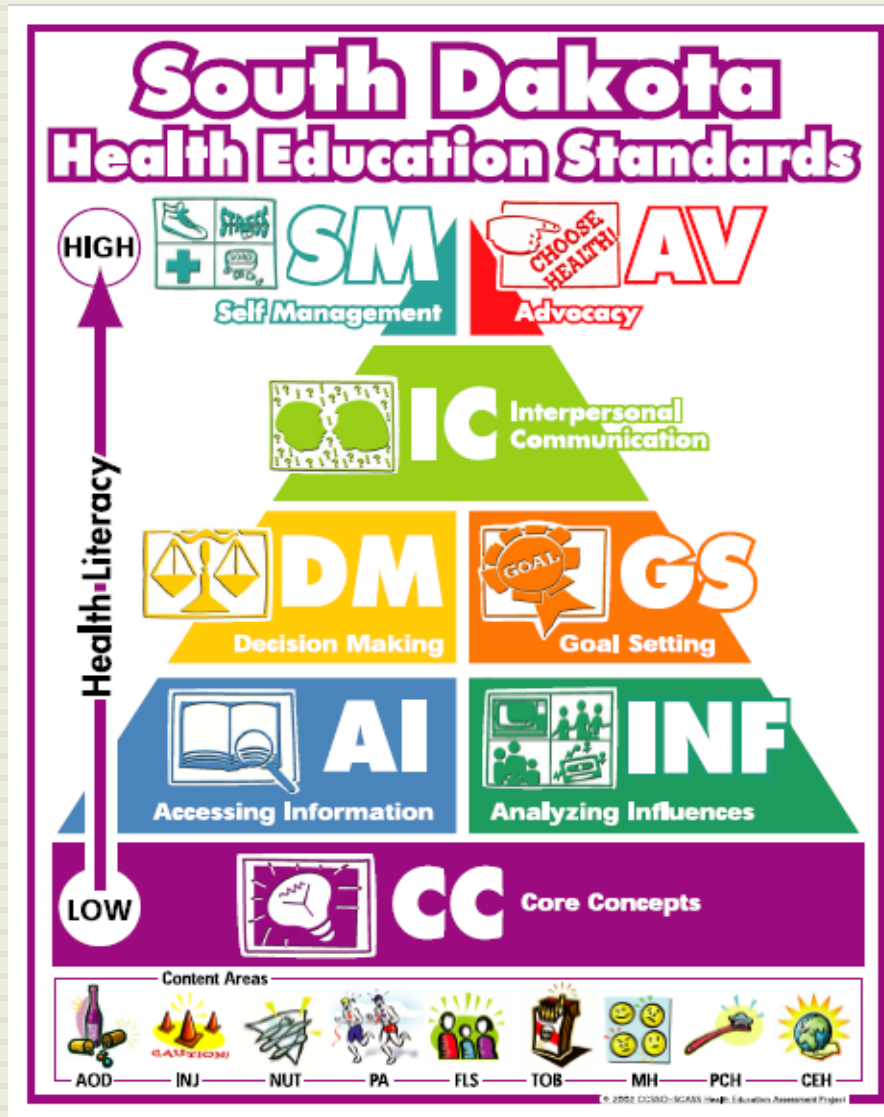


Health Education Standard 8

Students will demonstrate the ability to **advocate** for personal, family, and community health.



Health Education Standards Logic Model

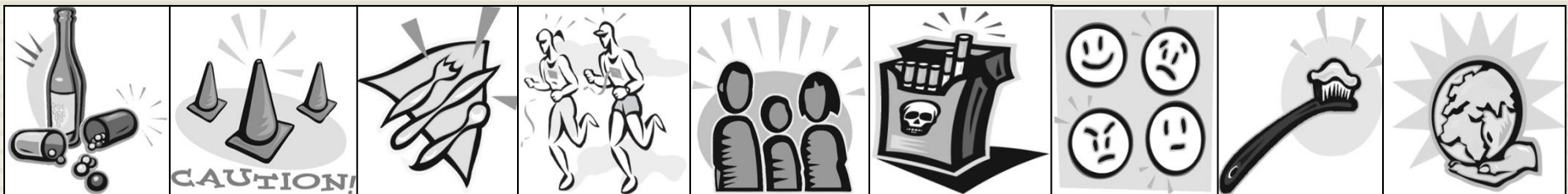


Health Education Content Areas

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Are organized around the:

- CDC's Adolescent Risk Behaviors and
- traditional health education content areas.



Health Education Content Areas

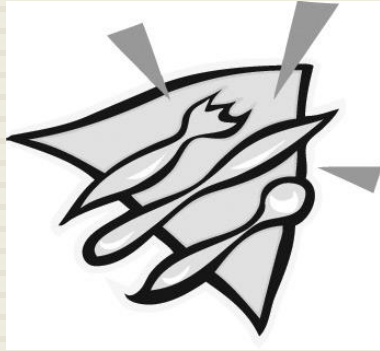


Alcohol and Other Drugs



Injury Prevention

Health Education Content Areas



Nutrition



Physical Activity

Health Education Content Areas

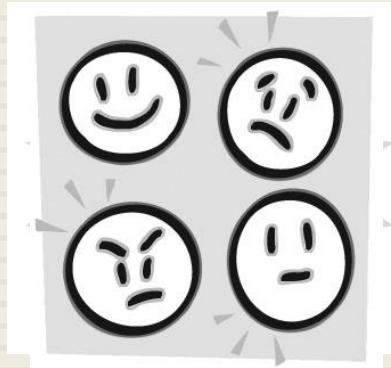


Family Life and Sexuality



Tobacco

Health Education Content Areas



Mental Health



Personal and Consumer Health

Health Education Content Areas



Community and Environmental Health



<http://idahocorestandards.org/standards-vs-curriculum-infographic/>

What is a standard? IT'S A GOAL

For example:

RUNNING A MARATHON



What is curriculum? HOW YOU ACHIEVE THAT GOAL



TRAINING



COACHING



RESEARCH



RESTING



NUTRITION

FOLLOWING THESE STEPS WILL ALLOW YOU TO CROSS THE FINISH LINE
★ ★ ★ ★ ★ AND REACH YOUR GOAL! ★ ★ ★ ★ ★



EDUCATION STANDARDS ARE SET AT THE STATE LEVEL

To implement these standards,
**EACH SCHOOL DISTRICT SETS
THEIR OWN CURRICULUM**



This keeps the curriculum
**AT THE LOCAL LEVEL AND RELEVANT
TO EACH CHILD AND FAMILY!**



To implement the curriculum,
TEACHERS CAN USE A VARIETY OF TOOLS AND TECHNIQUES



These standards prepare each child for success in



COLLEGE *or* CAREER

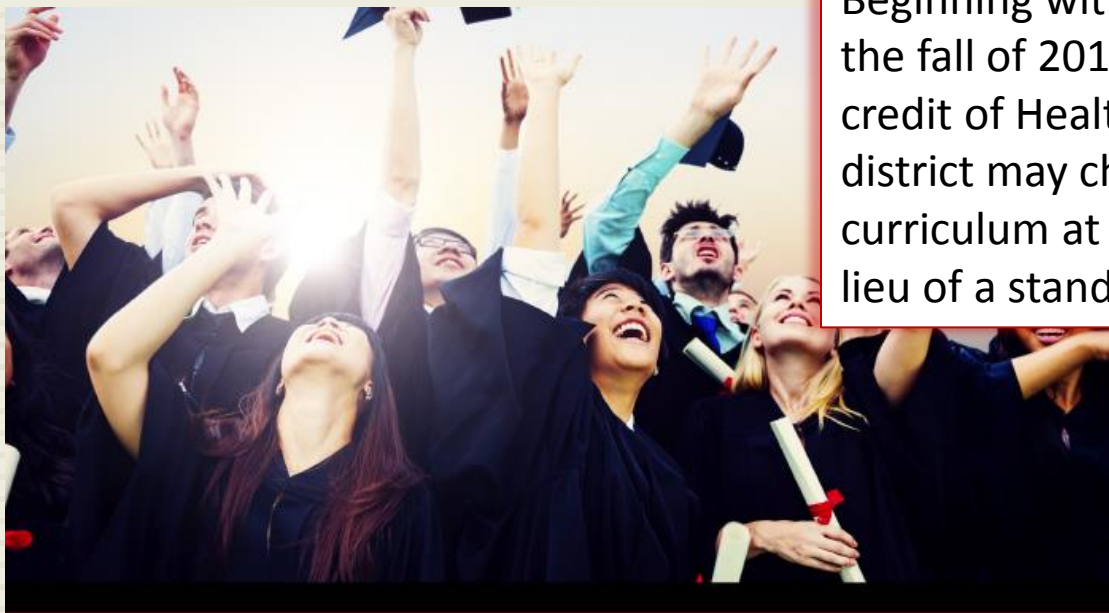
Why Health Education?

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- ✓ Health Education is an essential part of an overall school health program.
- ✓ Health education provides young people with knowledge and skills they need to become successful learners and healthy and productive adults.

Graduation Requirement for Health Education

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Beginning with students who entered 9th grade in the fall of 2013, students are required to take .5 credit of Health at any time during grades 6-12. A district may choose to integrate Health across the curriculum at the middle or high school level in lieu of a stand-alone course.

High School Graduation Requirements Handbook

Updated January 2016

Why Health Education?

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“You can’t educate a child who isn’t healthy and you can’t keep a child healthy who isn’t educated.”

Jocelyn Elders

Former U.S. Surgeon General



Take A Break

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Key Features of Quality Standards and Performance Indicators

Quality “Standard” Criteria

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Criteria: Identifies key knowledge and skills that students should demonstrate.

- Does not focus on teacher actions or what the teacher should do to teach that content.
- Does not require the use of
 - ✓ instructional strategies
 - ✓ approach and/or
 - ✓ curriculum.



Quality “Performance Indicator” Criteria

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Criteria: Connects learning within and across the grade span.

- Does not create gaps in the progression of learning within or across the grades.
- Uses language that clarifies for educators what students should be able to do at the end of a particular grade span.



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Documentation Rules

Documentation Rules

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- Identify whether the standard will stay the same or has a proposed change.
- Identify the type of change.
 - Removed, rewritten, broken-up, combined.
 - Summarize reason for the proposed change.
- Strikethrough words the committee wants to eliminate.
 - ~~Example of a strikethrough~~
- Use **RED** and **BOLD** font for words the committee wants to add.

Documentation Rules

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Save the Work

Save the Work

Save the Work

Wisconsin Health Education Standards

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How many standards does Wisconsin have?

How similar are they to the South Dakota Health Education Standards?

What are some of the differences?

What are the strengths of the Wisconsin standards?

What are the weaknesses of the Wisconsin standards?

Do you want to consider including the wording for some or all of the Wisconsin standards in our state standards?

Wyoming Health Education Standards

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How many standards does Wyoming have?

How similar are they to the South Dakota Health Education Standards?

What are some of the differences?

What are the strengths of the Wyoming standards?

What are the weaknesses of the Wyoming standards?

Do you want to consider including the wording for some or all of Wyoming standards in our state standards?

South Dakota Health Education Standards

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How many standards does South Dakota have?

What are the strengths of the South Dakota Health Education Standards?

What are the weaknesses of the South Dakota Health Education Standards?

Do you want to consider including the wording for some or all of Wisconsin and/or Wyoming standards in our state standards.

Do you want to keep the same number of standards, add to the standards, or reduce the number of standards?

What are your ideas for adding to and/or reducing the number of standards?

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Take A Break

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South Dakota Health Education Standards Performance Indicators

Procedure for Reviewing Performance Indicators

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- Review of South Dakota Health Education Performance Indicators
 - Compare and contrast with the health education performance indicators from other states.
 - Break into two groups of five?
 - Assign which grade span's performance indicators each group will review.
 - Assign one person to edit in Box and one person to edit on paper.
 - Capture recommendations.
 - Report out!

Bloom's Revised Taxonomy and Cognitive Complexity Glossary of Terms

Wisconsin Health Education Performance Indicators

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How similar are they to the South Dakota Health Education Standards performance indicators?

What are some of the differences?

What are the strengths of Wisconsin's performance indicators?

What are the weaknesses of Wisconsin's performance indicators?

Do you want to consider including the wording for some or all of Wisconsin's performance indicators in our state standards document?

Wyoming Health Education Standards Performance Indicators

64

How similar are they to the South Dakota Health Education Standards performance indicators?

What are some of the differences?

What are the strengths of Wyoming's performance indicators?

What are the weaknesses of the Wyoming's performance indicators?

Do you want to consider including the wording for some or all of Wyoming's performance indicators in our state standards document?

South Dakota Health Education Standards Performance Indicators

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What are the strengths of South Dakota's performance indicators?

What are the weaknesses of South Dakota's performance indicators?

What might be some of the difficulties of editing the performance indicators?

Other?

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Take A Break

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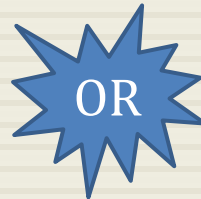


Report Out on Performance Indicators

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Options

1. Each small group reports the changes they made to the performance indicators for the assigned grade span(s).
 - Discuss as a large group and make any additional changes.



2. Small groups rotate to another grade-span(s) to review the changes that were made to the performance indicators for the assigned grade span.
 - Discuss as a small group and make any additional changes.

Day 1 – Reflection and Feedback

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- ❖ What went well today?
- ❖ Do you feel good about the progress made?
- ❖ What suggestions do you have to improve or refine the process?
- ❖ What else would you like me to know in preparation for tomorrow?
- ❖ Do you have any questions?

Agenda Day 2

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- Review the “Individual Sections” of the South Dakota Health Education Standards document.
 - Compare and contrast with the health education standards document from other states.
 - Capture recommendations - as one group or break into small groups again?
 - Report out.
- Wrap-up and Next Steps
 - Complete reimbursement forms.
 - Submit invoice and time forms.
 - Communication

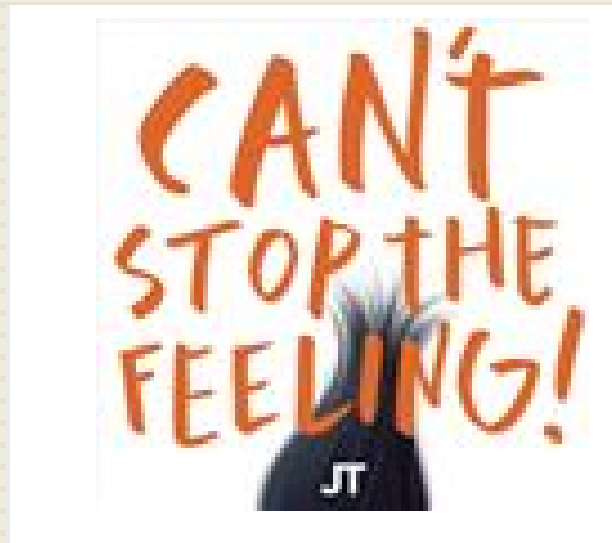
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Day 2

Can't Stop the Feeling – Justin Timberlake



Agenda Day 2

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- Review the “Individual Sections” of the South Dakota Health Education Standards document.
 - Credits Page
 - Preface and Acknowledgements
 - Introduction
 - Assessment
- Wrap-up and Next Steps
 - Complete reimbursement forms.
 - Submit invoice and time forms.
 - Communication

Procedure for Reviewing Individual Sections of the Standards Document

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- Review the Individual Sections of the South Dakota Health Education Standards Document
 - Compare and contrast with the individual sections from other state documents.
 - Decide on the process for reviewing the individual sections.
 - Break into two or three groups to review and then report out?
 - Review as a large group?
 - Capture the recommendations according to whichever option we choose to use for reviewing.

Individual Sections of the Wisconsin Health Education Standards Document

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Are there any parts (narrative, graphics, etc.) of the individual sections of the Wisconsin standards document you would like to include in our state standards document?

Individual Sections of the Wyoming Health Education Standards Document

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Are there any parts (narrative, graphics, etc.) of the individual sections of the Wisconsin standards document you would like to include in our state standards document?

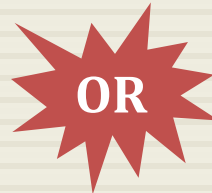
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Report Out on Individual Sections

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Options

1. Each small group reports the changes they made to the assigned section(s).
 - Discuss as a large group and make any additional changes.



2. Small groups rotate to a section(s) not previously assigned to them and review the changes that were made.
 - Discuss as a small group and make any additional changes.

Wrap-up and Next Steps

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- Wrap-up and Next Steps
 - Collect a hard copy of the standards document – that has the edits using pencil, pen and marker.
 - Complete reimbursement forms.
 - Submit invoices and time forms.
 - Communication

Thank you.....

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□ Anna

□ LaNessa

□ Jennifer

□ Marsha

□ Jodi

□ Renee

□ John

□ Sara

□ Kristie

□ September